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ABSTRACT

Strategies to help state and local social studies councils encourage the teaching of social studies in the elementary grades address the trend to eliminate social studies from the primary grades altogether. The erosion of social studies instruction for young children must be stopped, and this can best be accomplished by leadership at the state and local levels. The handbook begins with a definition of and rationale for elementary social studies education. Goals are discussed, and general outreach strategies that state and local councils can use to publicize and encourage social studies education are outlined. Eight specific strategies that local and individual school districts can implement are then described. These include a sidewalk social studies fair at a shopping mall, a school-wide folk-life festival, a living history museum, a festival emphasizing cultures that have contributed to the local community, a social studies book week and parade, a full-dress historical reenactment of an event, a school artifacts museum, and a school social studies fair. A brochure that may be duplicated by state and local councils and used to recruit new members is included. (RM)

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PUBLICIZING AND ENCOURAGING ELEMENTARY SOCIAL STUDIES:

STRATEGIES FOR STATE AND LOCAL COUNCILS

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Prepared by the EARLY CHILDHOOD ADVISORY BOARD
NATIONAL COUNCIL FOR THE SOCIAL STUDIES

1983

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PUBLICIZING AND ENCOURAGING ELEMENTARY SOCIAL STUDIES:

STRATEGIES FOR STATE AND LOCAL COUNCILS

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Foreword

This publication is sent to you by the Early Childhood Advisory Board of the National Council for the Social Studies. The National Council strongly supports the teaching of social studies on a daily basis at each grade level K-12. This is not the practice in many schools and there is a disturbing trend to eliminate social studies from the primary grades altogether. The erosion of social studies instruction for young children must be stopped, and it can best be accomplished by leadership at the state and local levels.

The purpose of this handbook is to suggest to state and local councils strategies and activities designed to increase awareness of the importance of social studies in the early years, to cultivate advocates of quality social studies practices for young children, and to support and encourage good teaching by recognizing and publicizing exemplary social studies practices in the elementary years.

We have included a number of strategies to heighten an awareness of the importance of social studies in the early years, but you are not expected to use all suggestions. Select the ideas which address the needs and interests of your particular state or local council. We have included pages at the end of the handbook for you to add your own ideas. If you will send the Advisory Board descriptions of projects which you have found successful in achieving the goals of the handbook, we will summarize and disseminate these ideas periodically. Then these ideas can be added to your handbook. Please feel free to duplicate the handbook and share it with members of your executive or steering committee, local councils and school districts, and state social studies curriculum specialists.

If council by-laws do not require that the executive or steering committee include an elementary teacher and/or an elementary teacher educator, please consider making this addition in order to ensure a balanced K-12 social studies program.

This handbook was prepared by the EARLY CHILDHOOD ADVISORY BOARD, NATIONAL COUNCIL FOR THE SOCIAL STUDIES 1983.

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SOCIAL STUDIES FOR YOUNG CHILDREN

DEFINITION

The purpose of social studies for young children, as for all age groups, is to enable them to understand and to participate effectively in their world. Social studies explains their relationship to other people, to institutions, and to the environment. It equips children with the knowledge and understanding of the past which is necessary for coping with the present and planning for the future. It provides them with the skills for productive problem solving and decision making, as well as for assessing issues and making thoughtful value judgments. Above all, it integrates these skills and understandings into a framework for responsible citizen participation, whether in their play group, the school, the community, or the world.

RATIONALE

The energy, curiosity, and imagination of young children leads them to action and interaction within their environment. Being egocentric, however, they view that environment from a narrow, unilateral perspective. They live in a family, play in a peer group, and make decisions about how they will relate to other people, what to do in their free time, with whom to play, what books to read, and how to spend money. The larger social world penetrates their lives through television and other media, travel, family, and friends, but young children lack the conceptual base to integrate the new knowledge these experiences bring. They also lack the skills to account for other perspectives in solving problems or to anticipate long range consequences when making decisions.

A planned social studies program directs and focuses these natural characteristics to help children better understand and function in their personal and social worlds. These learnings must be systematically developed from an early age, so that children move from egocentric, random observations and experiences to a broader and more structured conceptual organization.

Active, curious children need and want to learn skills. These skills are required in processing information to organize it so that generalizations can be made and new information can be integrated into a developing knowledge system.

Many of the children's attitudes and values toward society are formulated in the early years. The development of these attitudes and values occurs primarily outside the school setting. The social studies program provides an opportunity for children to acquire knowledge and to be exposed to a broad variety of opinions. This process facilitates the formulation, affirmation or reassessment of their beliefs.

The social studies program enables children to participate effectively now, in the groups to which they belong, and not to look only to their future participation as adults. The school itself serves as a laboratory for students to learn social participation directly and not symbolically. A democratic and participatory school environment is essential to this kind of real world learning.

GOALS

The goals for social studies education in the primary years are not substantially different from the goals of social studies education in general, but the context within which these goals are achieved is different. It is understood that primary social studies is part of the framework of an overall social studies program. The primary years are important in that they are the ones in which a foundation is developed.

A major goal of the social studies for young children is the development of a positive self concept. Children need to understand that they are unique in themselves, but that they share many of the same feelings and problems with other children. They need to understand how they can as individuals contribute to the society.

Another goal is to acquire knowledge and understanding of the multiplicity of cultures within the society and the world and to recognize the contributions of each cultural group and their value system.

The concept of time is difficult for young children, but they need to develop a sense of the past in order to understand the present as well as to appreciate their heritage.

Another goal of social studies for children is the development of spatial relationships. This is necessary in order to understand how the location of their community relates to other areas of the world.

An important goal of social studies for young children is to foster an understanding of the social, economic, and political institutions within a democratic society. Children should be permitted to learn about their roles within these groups.

An additional goal of social studies instruction for children is the development of an understanding of and appreciation for the environment and a consideration of how scarce resources will be allocated in the future.

The early years are the ideal time for children to understand democratic norms and values (justice, equality, etc.) in terms of smaller entities (the family, classroom, community). Applying these concepts to the nation and the world will be easier, if one understands and appreciates them on a smaller scale.

In addition, children need to develop skills that will enhance their abilities to learn, to make decisions, and to develop as competent, self-directed citizens. Skills that are appropriate for young children include, but are not limited to, research skills such as collecting, organizing, and interpreting data; thinking skills such as hypothesizing, comparing, drawing conclusions and inferences; decision-making skills such as considering alternatives and consequences; interpersonal skills such as seeing others' points of view, accepting responsibility, and dealing with conflict; map and globe skills such as understanding and using directional terms; and reading skills such as reading pictures, books, maps, charts, and graphs.

Finally, children need to develop a positive attitude toward knowledge and learning and to develop a spirit of inquiry that will enhance their understanding of their world in order to become rational, humane, participating effective members of a democratic society.

PUBLICIZING AND ENCOURAGING ELEMENTARY SOCIAL STUDIES:
STRATEGIES FOR STATE AND LOCAL COUNCILS

I. STATE COUNCIL CONFERENCE PLANNING STRATEGIES

PLAN WELL IN ADVANCE in order to involve many local elementary educators in state conferences.

In addition:

1. ENCOURAGE ELEMENTARY TEACHERS TO MAKE PRESENTATIONS at state social studies conferences. Involve elementary teachers on the PLANNING committee for the conference and strive for a balanced elementary/secondary program.
2. WIDELY PUBLICIZE STATE CONFERENCES in local elementary schools in the conference city. Work with school district administrators to ensure that area teachers will receive RELEASE TIME to attend the conference and IN-SERVICE or COMP TIME.
3. RECOGNIZE OUTSTANDING ELEMENTARY TEACHERS at the state conference and AWARD A COMPLIMENTARY NCSS MEMBERSHIP. (State Council membership is an option if several teachers are recognized.) Selection for the award may be based on exemplary social studies practices, or topic of study, or other related work that promotes elementary social studies.
4. ESTABLISH A SIG FOR ELEMENTARY/EARLY CHILDHOOD EDUCATORS within the state council. Identify key elementary/early childhood members to recruit and plan a mutual concerns meeting. This could be the beginning of a network for these members and also increase elementary membership in state and local councils. (See Appendix for "Membership Benefits brochure." This may be duplicated for recruiting purposes.)
5. SELECT KEYNOTE SPEAKERS who are able to address topics of interest to elementary/early childhood educators as well as secondary teachers.

II. STATE COUNCIL OUTREACH STRATEGIES

CAPITALIZE ON THE FOLLOWING SUGGESTIONS to increase the involvement of elementary educators in social studies education.

1. EXTEND COMPLIMENTARY MATERIALS TO SCHOOL ADMINISTRATORS and/or elementary schools throughout the state. Possible materials for distribution might include inexpensive NCSS materials; descriptions of innovative practices; activities and strategies for effective elementary social studies in-service programs.
2. ENCOURAGE LOCAL SCHOOL DISTRICTS TO ADOPT SOCIAL STUDIES AS THE IN-SERVICE THEME for the year. Provide a list of elementary/early childhood consultants, state department of education personnel, college and university supervisors, and area teachers who can provide assistance

in developing meaningful in-service programs. Distribute the list of consultants to interested districts and local councils.

3. PROMOTE SOCIAL STUDIES RELATED SESSIONS at the national and state conferences of other professional organizations which have early childhood/elementary constituents and interests. Social studies presenters should be identified in the conference program by their affiliation with both the state and national NCSS organization. The state and national organization of the Association for Childhood Education International, National Association for the Education of Young Children, International Reading Association, National Association for Elementary School Principals, and the National School Board Association, etc. are groups to consider.
4. Encourage elementary/early childhood teachers to SUBMIT ARTICLES TO STATE AND NATIONAL PROFESSIONAL JOURNALS highlighting the importance of social studies in the early years or describe promising practices in the field. (*See #3 above for organizations with professional journals of interest to elementary educators.*) In addition, Instructor, Social Studies, Learning, and Early Years would be appropriate publications.
5. PREPARE A TRAVELING EXHIBIT OF AUDIO-VISUAL AND PRINT MATERIALS that would share the importance of social studies instruction at all grade levels. Make this available on a loan basis to local councils. The exhibit might be displayed at shopping malls and in public facilities. Design the display for ease in set-up and shipping.
6. Encourage each local council to SELECT A KEY MEMBER TO BE RESPONSIBLE FOR CONTACTING THE MEDIA about noteworthy social studies related events. Pupil projects, especially those involving parents or local business and government personnel is usually considered newsworthy.
7. PROPOSE THAT LOCAL COUNCILS INITIATE A "SOCIAL STUDIES WEEK." The strategies in Section III may provide useful ideas for the event.
8. INVITE STATE SCHOOL BOARD MEMBERS, P.T.A. OFFICERS, AND STATE LEGISLATORS TO PARTICIPATE IN CONFERENCES. The goal should be to demonstrate to these leaders the importance of social studies as part of a well-balanced curriculum for students.
9. DEVELOP PUBLIC SERVICE ANNOUNCEMENTS FOR BOTH RADIO AND TELEVISION to heighten an awareness of elementary social studies. (*See #6 above for ideas to share with the media.*)

Please Note:

State and local councils may wish to explore the possibility of obtaining funding to support the following strategies from the State Humanities Foundation which is supported by the National Endowment for the Humanities.

III. LOCAL COUNCIL AND INDIVIDUAL DISTRICT/SCHOOL STRATEGIES TO ENCOURAGE ELEMENTARY SOCIAL STUDIES

State and local councils may provide leadership to individual school districts by suggesting activities or projects and offering assistance in implementation.

- - - - STRATEGY I: SIDEWALK SOCIAL STUDIES AT THE MALL

PLAN A SOCIAL STUDIES FAIR AT THE SHOPPING MALL!

Events may include:

- Local dignitaries reading to children
- Live music which relates to the fair's theme
- Activities which can provide opportunities to involve children in demonstrating a social studies skill
- Films of favorite children's stories that relate to the social studies theme
- A display of materials that reinforce elementary social studies concepts and skills, i.e., trade books, maps and globes, periodicals, kits and games, instructional television programming, etc.

Important considerations:

1. Recruit assistance from classroom teachers, school and public librarians, reading resource teachers, social studies supervisors, P.T.A. members, local college students and professors, future teacher groups, lay business people, community action leaders, local historical society constituents, and students. Form a steering committee from this group to determine the objectives for the event.
2. Contact mall marketing director to secure approval, location, dates and times for the fair. Set-up and take-down hours should be confirmed. Advertise the Fair in the mall and newspaper at least a week in advance.
3. Select a theme for the Fair. Theme topics may highlight America's historical periods such as "Revolutionary Times," or "The Movement West." Another motif could be other cultures and places, for example, "Appreciating Diversity--The American Mosaic," or "The Global Perspective--Families Around the World." Social, economic and environmental concerns may be examined in "Spaceship Earth: Save Our Planet--Save Ourselves," or "Our City--Economic Interdependence and Change."
4. Form a sub-committee of children and adults to peruse books, songs, activities, and audio-visual materials central to the theme. Fiction and non-fiction materials should be selected. Librarians can provide guidelines to ensure that representative and quality materials are included.

5. If audio-visual materials are used at the Fair, tape electrical cords to the floor to prevent tripping, secure microphones, and provide podiums and backdrops. Have a team responsible for all equipment and clean-up.
6. Sequence fair events. Be sure to arrange media activities such as films, story reading, singing, or instructional television programming so that the sound systems from the events are not in conflict.
7. Use a rear projector for films that focus on the Fair's theme. This eliminates the need for darkness. Use folding chairs to provide seating for children and parents. Keep selections short.
8. Set a time limit of 20-30 minutes for readers. Have standby readers for last minute cancellations. Have a variety of books on hand from which readers may select. Display a poster stating "Our Reader Is: (put in name of reader)." Provide a comfortable chair and microphone for the reader. A rug on which children may sit is also advisable for young listeners.
9. Add enchantment to the Fair by having readers dress in a costume appropriate to the setting or focus of their story. When not performing, these individuals can share the purpose of the Fair and the day's events.
10. Live music with guitar, mandolin, or autoharp accompaniment which relates to the Fair's theme will add interest to the fair. Also, select activities which provide opportunities to involve children in demonstrating a social studies skill or concept. This will be of special interest to parents.
11. Ask bookstores to provide discounts to Fair participants for social studies related materials. Printed discount slips listing participating stores may be distributed.
12. Advertise the Fair via the schools, local businesses and public institutions. Use radio, television, and newspaper public service spots. The term "Social Studies" should be prominent in all advertisements. Solicit media coverage the day of the event to share the Fair's purpose and activities with the community-at-large.

----- STRATEGY 2: A SCHOOL-WIDE FOLK-LIFE FESTIVAL

Events may focus on: A "Folk-Life Festival"
with children and artisans
demonstrating skills from the past.

Variations: Other themes may be selected for Festivals:

- "A Renaissance Festival"
- "Life in Ancient Rome"
- "Times Have Changed - Technological Innovations"

Important considerations:

1. Recruit assistance from teaching colleagues, parents, administrators, children, and community volunteers.
2. Form a steering committee to determine Festival objectives and specific responsibilities for the event.
3. Determine site, strategic date(s), and logistical arrangements.
4. Determine Folklife activities. Possibilities include: carding and spinning, corn shucking, dyeing with wild plants, dutch oven cooking, brush broom making, hide tanning, preserving and canning, quilting, sheep shearing, soapmaking, weather signs and forecasting, identifying wild edible plants, tales of long ago, games and toy construction, whittling, folk instruments, etc. (*Consult Foxfire books for additional ideas.*)

Arrange special group activities such as "hog calling events," clogging contest, "fiddler's finale," etc.

5. Determine who will demonstrate the activities - children using their research of the subject, artisans from the community, or a combination of both. Have many activities in which visitors can participate, for example, corn shucking, children's games, skill contests, etc.
6. Establish the format for the event - county fair booths, tables, etc. If food and beverages will be served, determine who will provide this. Possibilities include: outside catering, P.T.A. parent volunteers, individual classroom picnics, or preparation by cafeteria personnel.
7. Advertise the event at the school and to the larger community. Be sure to advertise the Festival as a social studies activity.
8. Arrange for media coverage to share with the community how this experience relates to the goals of the elementary social studies program.

Additional Suggestions for the Folk-Life Festival:

Establish a "Living History" program. Encourage senior citizen volunteers to visit the elementary school. Let them informally share with the students their perceptions of early days in the community. Tape record the interviews. These recordings may become the basis for further student inquiry about early community life. Learning via the Foxfire concept naturally flows from this strategy.

- - - STRATEGY 3: A LIVING HISTORY MUSEUM: SCENES FROM THE PAST

Events may focus on: Special people, events, or activities representative of local, state or national history.

Possible themes:

- 200 Years of America: A Visual Panorama
- Patriots and the War for Independence
- Suffrage and the Women's Movement
- Gold Rush Days in California
- The Movement West
- Exploring the New World
- Recent Historical Events, etc.

Important considerations:

1. Children should be involved in planning and designing the museum. They should research the topic, design the set, plan costuming and props, pose in the scenes, and write descriptive information about their particular area of the museum. A maximum of ten to twelve scenes should comprise the museum. Every scene should relate to the central theme.

For example, "Patriots and the War for Independence," might have scenes illustrating the Boston Tea Party, the Constitutional Convention, Paul Revere's Ride, the Battle of Lexington and Concord, etc. Scenes may be organized in a topical arrangement or chronological order. (*Be careful to emphasize historical accuracy, not myths.*)

2. Since each scene includes live children, large areas such as the school cafeteria, library or stage would be appropriate locations for the museum.
3. Museum actors should be protected by a roped area. Still poses should be for no more than ten minutes and alternated with rest times. Viewing by other classes should be scheduled to allow for rest periods for museum actors.
4. Pertinent information describing the importance of the scene should be posted at children's eye level and contain sufficient background about the event to enable visitors to understand the significance of the scene. Also, students may serve as guides to the museum and provide additional information.
5. Encourage media coverage which indicates how this experience enables children to understand other people, times, and places.

Additional ideas:

A collection of memorabilia and artifacts relevant to the museum theme can be on display. Student docents can demonstrate and discuss the importance of these items with visitors.

- - - STRATEGY 4: A CONFLUENCE OF CULTURES FESTIVAL

Events may focus on: Cultures which have contributed to the local community.

Suggestions:

This may be a festival night or nights with the evening's entertainment consisting of music, dance, stage performances, crafts, games and foods representative of local ethnic influence.

Important considerations:

1. Determine if this will be an event for an individual school, the total school district, or the community-at-large.
2. The size of the groups involved in the festival will determine location, dates, logistical arrangements and personnel.
3. Form a committee to determine festival objectives, resources, specific responsibilities, and coordination of all activities and events.
4. Strive for authenticity in all events and activities. Seek individuals knowledgeable about the cultures to participate in planning.
5. Determine who will participate. Will students from the school demonstrate the dances, crafts, etc? Will professional groups add to the festivities?
6. Festival foods may be the highlight for the evening. Make arrangements for preparation, serving, and clean-up.
7. An appealing money maker for the event is a sale of the recipes served at the festival. Children can prepare festival cookbooks, and also compile directions and illustrations for festival games and crafts. Money from the event might be used to purchase social studies materials for the school or district.
8. Contact the media and publicize how this experience relates to the goals of the elementary social studies program; for example, ethnic awareness, global understanding, appreciating diversity, etc.

Variations:

A single culture may be emphasized, rather than several.

A specific holiday may be celebrated that would be important to the community, for example, "Cinco de Mayo," etc.

--- STRATEGY 5: SOCIAL STUDIES ON PARADE

Events may focus on: "Children's Book Week" with an emphasis on books related to the social studies.

Suggestion:

As a climax to "Book Week,"
PLAN A PARADE!

Important considerations:

1. Recruit assistance from the school librarian, reading resource teacher, students, and colleagues. The American Library Association may also have suggestions and ideas.
2. The social studies parade should include both fiction and non-fiction trade books that relate to the content of the social studies. Biographies should be included. Be sure books are historically accurate, well-written, representative of women and minorities, appropriate to the interests and understanding of elementary students, and further an understanding of social studies concepts.
3. Establish guidelines for participation in the parade. For example, children may participate individually, in small groups, or as a total class entry. All contestants should display the title and the author of the book on their entry. Children should read the book, and submit a brief description of their float, character, etc. that will be used to share the book. The school librarian or a parade coordinator should ensure that an individual book title is used only once so that many selections will be highlighted in the parade.
4. Floats may be constructed from wagons, book carts, tricycles, grocery carts, scooters, wheel barrows, etc. Banners, sandwich boards, balloons and other creative materials are appropriate. In addition, children may wish to dress as a character from the book. Also cardboard characters and puppets are appropriate.
5. A narrator should be selected to introduce each entry and present the title and author of the book. Students may write an "advertisement" for the book to encourage others to read it, and this may be shared as they are presented. Be sure to provide a microphone.
6. A specific time for the parade should be established and arrangements completed for a parade "walk." Gyms, cafeterias, or a stage are appropriate locations. All students may receive participation ribbons. If special categories are desired, a panel of local judges should be selected and criteria established for "most original," "most humorous," etc.
7. Solicit media coverage and include information about the value of fiction and non-fiction materials in extending social studies concepts and in integrating research and study skills into the social studies program.

Additional Suggestions:

Coordinate a DOOR DECORATION CONTEST with this event. The theme is "Reading in the Social Studies." Door entries might resemble large book jackets, advertisements, etc. Guidelines for entries should be established by a committee of teachers, parents, and children.

ADDITIONAL IDEAS TO HEIGHTEN AN AWARENESS OF ELEMENTARY SOCIAL STUDIES

STRATEGY 6: PLAN A FULL-DRESS "HISTORICAL REENACTMENT" OF AN EVENT, or series of events from the past.

This may be related to a local concern; for example, the founding of the town, a battle scene, a famous day of celebration or events of state or national significance. The reenactment should coincide with a unit of study. Students should research the event; plan and conduct reenactment with historical accuracy. Remember the importance of media coverage.

STRATEGY 7: BEGIN A SCHOOL "ARTIFACTS MUSEUM."

Collections should place an emphasis on the common objects of everyday life from the past. Avoid the use of costly antiques. Items should be labeled with the contributing student's name and a short paragraph the pupil has written about the artifact. Items should be on display in a safe place for several days so all students can enjoy the museum. The school library may be a suitable setting for this display. The ARTIFACT MUSEUM enables children to explore items of historical significance from their immediate home environment. Remember to relate this directly to a unit of study in the social studies program.

STRATEGY 8: PROMOTE A "SOCIAL STUDIES FAIR."

Pupils may create and display projects related to the social studies (similar to the "Science Fair" format). For example, student projects might include dioramas, models, graphic displays, games or computer assisted programs illustrating social studies concepts. Project rules, specifications, and criteria should be clearly presented to contestants. Awards and a panel of judges may be established if desired. All children should receive participation ribbons or certificates.

NOTE: - - The following brochure may be duplicated and used for recruitment purposes by any local or state council.

Mail this application for membership to:

National Council for the Social Studies
3501 Newark Street N.W.
Washington, D.C. 20016

6. The Social Studies Professional.

The NCSS newsletter published regularly during the school year. TSSP keeps members up-to-date with what is happening in the field and in the Council. Another valued feature is the regular listing of free or inexpensive materials in the social studies and travel/study opportunities for teachers.

7. How-To-Do-It Series. Booklets published each year and devoted to topics especially valuable to the classroom teacher. Sample topics are "Computers in the Social Studies Classroom," and "Improving Reading Skills in Social Studies."

8. Regional Conferences. Each year NCSS affiliated regions hold three or more major conferences for social studies educators and you are invited to attend the one in your part of the country. Meet with other educators from your state and community, discuss common problems and opportunities, hear local speakers.

9. Public Representation. NCSS maintains contact with the U.S. Dept. of Education, and federal and state agencies. You will be kept abreast of the latest developments in Washington that affect your profession and learn of the issues and legislation that may affect your state or community.

10. Travel and Study Opportunities. NCSS endorsed travel and study programs can take you to cultural and academic centers in various parts of the world at a fraction of what you would pay if you arranged the tour yourself. In 1982 thirty-one NCSS members visited Japan, all expenses paid, and 20 NCSS members visited Greece on special tours, all expenses paid.

National Council

for the

Social Studies

MEMBERS
BENEFITS

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EARLY CHILDHOOD
ELEMENTARY
EDUCATORS

TEACHERS AND DIRECTORS

If you feel it is important for children today to:

1. develop skill in problem solving
2. become proficient in making decisions and reasoned judgments
3. learn social options and responsibilities
4. realize the linkage of the elements of society
5. respect themselves and others
6. improve reading comprehension and writing skills

and

If you feel it is important for you as a teacher to:

1. seek to better understand the here and now life situation of the child in America today
2. become knowledgeable about the kinds of experiences children must have to be prepared to live their lives to the fullest in the 21st century.
3. determine the attitudes and beliefs that should be taught to the developing citizenry

then

Membership in the NATIONAL
COUNCIL for the SOCIAL STUDIES
is for you!

MEMBERSHIP BENEFITS

1. **Early-Childhood-Elementary Special Interest Group.** The goals of this group are to (1) promote a quality of social studies education which will enhance the literacy of young students, (2) encourage the development and exchange of information about effective curricula, materials, facilities, and groups which will enhance social studies teaching in local situations, (3) bring together resources and knowledge from a number of diverse groups for the benefit of the teachers involved in social studies education with young children. Participants receive a newsletter, information concerning state and national conferences, contacts with other teachers throughout the nation and the world.
2. **Social Education.** The official, award-winning journal published seven times a year. A special section for Early Childhood-Elementary Teachers appears in every other issue.
3. **NCSS Bulletins.** Paperback books written or edited by experienced social studies educators.
4. **Annual Meeting.** You can attend one of the largest gatherings of social studies educators in the world—the NCSS Annual Meeting. Teachers and administrators come from throughout the world to attend workshops, general sessions and symposiums.
5. **Group Insurance.** As a member, you can get outstanding insurance coverage at low, group rates. Currently available plans include hard-to-find professional liability insurance to protect you in the event of suits against your actions as a teacher.

BEST COPY AVAILABLE

MEMBERSHIP APPLICATION

Name _____
Address _____
City _____
State _____ Zip _____
Level _____
Position _____
Area of Interest _____
Is membership new ☐ renewal ☐
If renewal, include member # _____

NCSS MEMBERSHIP TYPES

(Check appropriate box)

- ☐ **Regular:** "Social Education" (Oct.-May exc. Dec.), "The Social Studies Professional," selected NCSS Bulletins and other publications that are issued during the year of membership. Annual Meeting discounts and all other membership benefits..... \$33/yr.
- ☐ **Comprehensive:** All NCSS publications—"Social Education" (Oct.-May, exc. Dec.), "The Social Studies Professional," Bulletins, and How-To-Do-Its as well as all special publications that may be issued during the year of membership. Annual Meeting discounts and all other membership benefits..... \$43/yr.
- ☐ **Student/Retired:** "Social Education" (Oct.-May, exc. Dec.), and "The Social Studies Professional." Available only to fulltime students (instructor signature required) and to retired persons..... \$15/yr.

Instructor Signature _____
Institution _____

- ☐ **Subscription (Institution only)** "Social Education Journal" only \$35/yr.

*Not available to institutions

PAYMENT METHOD (Check appropriate box)

- ☐ Check payable to "NCSS"
☐ Bill me. Purchase order required
☐ Please charge my credit card:

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Card No. _____
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